



Scholarship in Higher Education: A Valid lens for Recruitment, Teaching and Promotion

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ABSTRACT

This paper strives to provide a nuanced understanding on the meaning and value ascribed to scholarship in recruitment, teaching and promotion of members of faculty. Additionally, the paper discusses opportunities and challenges of using scholarship in faculty tenure.

A meta-analysis was performed on articles and accessible tenure reward systems associated with scholarship in Institutions of Higher Education (IHE).

The definition and subsequent application of scholarship has shaped roles of IHE in today society. Scholarship discourse indicates that candidates for tenure and promotion are judged based on their scholarship.

Existing literature augment scholarship as the central function of faculty members. As such, the concept of scholarship is organic, evolving from simple research, teaching and community service. New nuances escalate the concept to include integration of knowledge, and the transformation of knowledge. Inconsistencies exist among IHE on career trajectory of faculty, but the value of scholarship is second to none as a valid lens for recruiting, promoting faculty and as a basis for teaching.

Scholarship remains the most legitimate lens for examining procedures of recruitment, evaluating teaching and rewards of faculty through promotions in IHE. IHEs should ensure that documentation on both at pre-tenure and tenure are transparent and explicit on the roles and evaluation criteria of faculty members' scholarship.

Keywords: Scholarship, Faculty members, Recruitment, Tenure, Promotion

INTRODUCTION

Institutions of Higher Education (IHE) occupy an important niche in societies, broadly involved in research, teaching and community-engagement. Historically, institutions of higher education exist to educate students for lives of public service, to advance knowledge through research, and to develop leaders for various areas of the public service (American Council on Education, 1949). However, in recent years priorities, demands and mission statements of IHEs globally and nationally have evolved owing to the emerging diversity in perspectives of scholarship since Boyer's model in 1990. Universities and colleges must recognize that the roles of academia are not static; hence recruitment, tenure and promotion systems must reflect these changes.

Currently, there is consensus among IHE academic policies that scholarship is the crux of teaching and service. Boyer (1987) even described it as the heart of the academic profession. Schimanski and Alperin (2018) opined that candidates for tenure and promotion are judged based on their scholarship, teaching effectiveness, and service. Amongst these three stated aspects of evaluating tenure and promotion, scholarship is the hardest to measure, yet the most valuable. Scholarship definitions are diverse, and some are adapted to institutional policies. Generally, scholarship refers to the work of the professoriate

which encompasses numerous aspects of overlapping functions of the faculty. Neumann (1993) described scholarship as a verb involving keeping up to date with research literature in one's field or discipline. Furthermore, Boyer (1990) presented scholarship as a set of activities (domains) which include discovery, integration, application, and teaching. Boyer expanded that these domains include creation, discovery, advancement, and transformation of knowledge. This perspective of scholarship greatly influenced how IHE codified policies of what constitutes legitimate knowledge. The Boyer model ensured that scholarship transcended into the three core functions of IHE which are research, teaching and service. Shulman (2011) described scholarship as an activity that manifests three essential features; it should be public, subject to peer review and evaluation, and accessible for exchange and use by members of one's disciplinary community. Shulman further framed scholarship of teaching and learning (SoTL) as one which involve classroom research, pedagogical reflection, and/or institution-wide assessment. Shulman (2000) justified that faculty members must engage in SoTL due to professionalism, pragmatism, and institutional policies. According to SoTL, scholarship has been repositioned to involve faculty expertise, peer review and impact. SoTL used effectively, can be a catalyst of thought and action. Hence, O'Meara (2015) concluded that discovery endures as the most legitimate and preferred form of scholarship in most Institutions of Higher Education.

In any case, the definitions of scholarship adapted to IHE policies are generally meant to domesticate scholarship at institutional level. Institutional-led definitions of scholarship have common themes of activities for members of faculty which are measurable such as basic or collaborative research work published or presented, grant activity, the integration of knowledge, and the transformation of knowledge. At institutional level, this function has been operationalized to "engaged scholarship", a phrase used to describe faculty who are concerned with the increasing specialization of academic knowledge into discrete disciplines, each of which produces overly complex and technical knowledge (Barker, 2004). Harley et al. (2010) observed that institutional-led definitions of scholarship influence how faculty focus their attention, the activities they choose to pursue, and choices such as the direction of their research programme and venues for publishing their work.

Statement of Problem

Pre-and post-tenured faculty face immense pressure to meet professional expectations and requirements from their colleagues and disciplines. The career path of faculty is muddled with tensions within tenure and promotion processes in IHE. Interestingly, Boyer (1990) affirmed that scholarship is the heart of the profession of faculty members. IHE at both global and national level differ in prestige as influenced by the level of scholarship. Once a scholarship criterion has been clearly defined at institutional level, the individual academic units have an obligation to sustain scholarship for the betterment of him/herself, the university and its community. Debates still rages as to how much the various facets of scholarship (research, teaching and service) influence recruitment, teaching and promotion of faculty. How do faculty effectively manage their careers in ways that support the various dimensions of the public mission of universities?

Scholarship as a Valid Lens

Currently, many higher institutions use scholarship as a criterion for recruitment, teaching and promotion of the faculty staff employed for teaching, research, and community services. The candidates for tenure and promotion are judged based on their scholarship, teaching effectiveness, and service (Schimanski & Alperin, 2018). The reason most of the top-rated higher education institutions in the world are in the United States is not what goes on in their classrooms; it is the research power of their faculties (Figlio & Schapiro, 2017). Using scholarship in either recruitment or promotion staff judges faculty staff responsibilities from one perspective and undermines the components of teaching and community services in higher education. Consequently, some staff members wonder if teaching and community services should be sacrificed for scholarship alone. Figlio and Schapiro affirmed that the greatest challenge for higher education is to strike a right balance for both great teachers and great scholars to excel in their mission of educating students, creating new knowledge and community services. The researchers' concern is whether scholarship is really a valid lens in evaluating faculty staff for either recruitment and/or promotion. The limitations to accepting scholarship as a valid lens to recruitment and

promotion in higher education has become most difficult to overcome without threatening institutional academic structures, values, rewards, and behaviour (Lazerson et al., 2000).

Hence, a deductive argument that if scholarship is used internationally for ranking universities, then it should be used as a valid lens for recruitment and promotion of faculty staff since they are the custodians of scholarship in higher education. Boyer (1987) buttressed that scholarship is the heart of the academic profession but remained mute about teaching and community services. A scholarship of teaching and learning is based on the development and application of its several distinct elements like content knowledge or synoptic capacity, pedagogical knowledge, and pedagogic content knowledge (Rice, 1991). Moreover, Trigwell et al. (2000), believed that scholarship encourages and values the co-construction of knowledge between teachers and students, assuming learning as a partnership, instead of a traditional instructional relationship. However, agreeing to an extent, Atkinson (2001) enquired how well scholarship promotes teaching, training, and learning. They affirmed that scholarship could be a valid lens for recruitment and promotion, but the validity is still unequivocal.

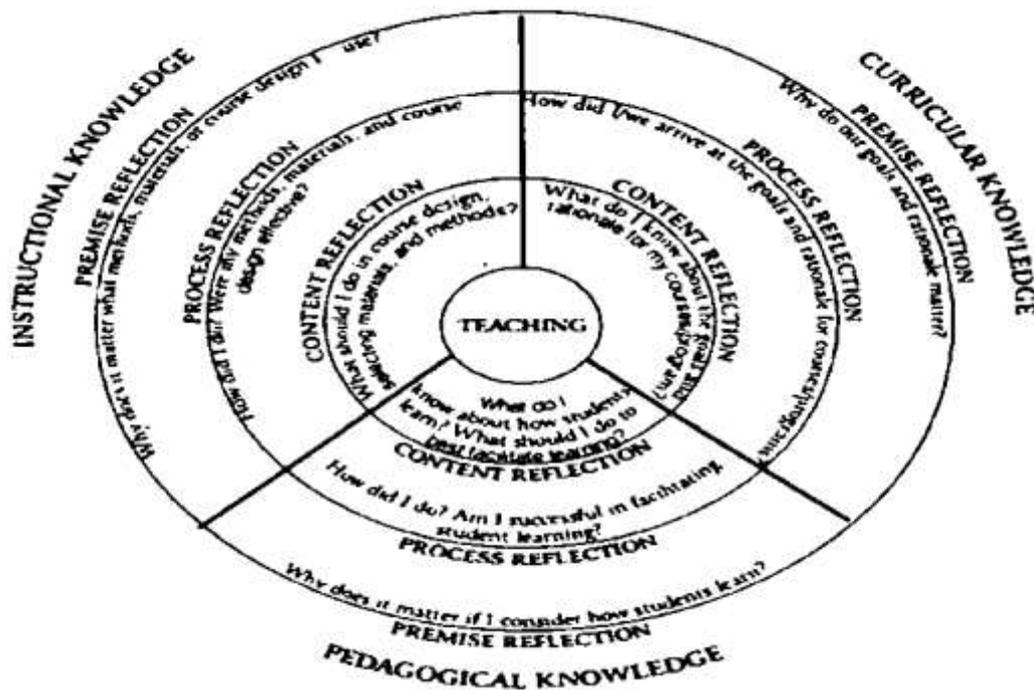


Figure 1: Components of a Model of Scholarship of Teaching and Learning (Kreber & Cranton, 2000, p. 485)

In the submission of Kreber and Cranton (2000), as shown in Figure 1, there are nine components of scholarship with specific indicators of concept, process, and curricular knowledge. This covers the curricular knowledge, instruction knowledge and pedagogical knowledge that are enshrined in scholarship in higher education. For the world ranking of universities, institutions are evaluated for quality based on 13 performance indicators which are categorized into four thematic areas: teaching, research, knowledge transfer and international outlook (World University Rankings, 2021). Ganem and Manasse (2011), found that scholarship is the strongest predictor of student persistence, progression, and timely graduation in all models. Gotlieb (2011), in a study revealed that scholarship paints clearer picture of specific recruitment. Since scholarship cuts across curricular, instruction, pedagogy, and predicts student's graduation, it is a valid lens for recruitment and promotion in higher education across the globe. Besides, sharing and disseminating of teachers' experiences and practices is also crucial for the development of the scholarship in higher institution (Almeida, 2010).

Scholarship and Recruitment

Scholarship is absolutely essential for all faculty members in institutions of higher education. This is more so because their responsibilities frame all four forms of scholarship (discovery, integration, application and teaching). An institution of higher education is a place of scholarship where known facts, principles, and ideas are learned, evaluated, interpreted, and synthesized and where facts are discovered and new ideas are generated (State University, n.d.). It is where utmost creativity is strived, where the artistic and literacy aspects of all persons' lives are explored, enhanced and expanded. A faculty member who can ensure that an institution of higher education offers these services appropriately should be a scholar; hence, all faculty members ought to be scholars.

A scholar is an individual who engages in critical and sustained with an aim of making significance contribution to knowledge. As a critical inquirer, the scholar expands his or her intellectual world through questioning, evaluating, and synthesizing ideas that come both from within and external sources (Pandey, 2016). As a sustained inquirer, a scholar is disciplined enough to study the interrelationships of ideas and to advance his/her discipline and related disciplines. The role of the scholarship of discovery (research) in an institution of higher education is significant for its sustainability and development (State University, n.d). On top of that, the quality of faculty members with good research skills directly translate to the quality of teaching and learning in the classroom, thereby benefitting the students, university, society and ultimately the country (Pandey, 2016).

Scholarship is at the heart definition of a faculty member. Advancing the knowledge of others is a vital function of an institution of higher education. The faculty member cannot perform this function without advancing his or her own knowledge. Each faculty member should be a scholar in order to be an effective educator (Pandey, 2016). Upon recruitment, each faculty member is expected to engage in scholarship (teaching, research and service), but the most regarded aspects of scholarship are teaching and research. Community service in itself is not scholarship. However, involvement in scholarship may enhance the ability of the faculty member to perform service for society as a whole and for more specific constituents of that particular institution and the local community (Pandey, 2016). A faculty member should model scholarship and assist students in engaging in scholarship to achieve educational goals.

Institutions of higher education thrive to be the best in terms of producing the world's greatest scholars. No university can achieve this without realizing their core values of both inclusion and excellence. This requires sustained equity in all efforts to recruit, hire and retain an exceptionally well qualified faculty (LAFAYETTE College, 2021). Pandey (2016) stated that an important aspect of ensuring quality education and training in institutions of higher education is the credential of its faculty. It is of great importance that institutions recruit qualifying personnel. A qualifying person should also exhibit inclination even in making significance contribution in the body of knowledge (scholarship) through all the forms of scholarship (discovery, integration, application and teaching).

Recruitment of new faculty is an opportunity for departments to engage in reflection and long-term planning. Institutions of higher education consider broader programmatic questions, rather than just seeking to hire an individual similar to the person being replaced (LAFAYETTE College, 2021). Recruitment of new faculty further allows the hiring of diverse faculty. This can be facilitated through research publications. Institutions of higher education should publish and distribute vacant positions as widely as possible. This allows the advertised positions to reach all potential candidates. The larger the pool, the greater the possibility of attracting diverse applicants for hiring (Antonio, 2003). A diverse faculty benefits institutions of higher education by providing support to students from diverse backgrounds through lending new ideas and collaboration in pedagogy and serving as role models to the students (Antonio, 2003). Through research publications, institutions of higher education are able to pick individuals who are exposed to areas of required expertise.

When it comes to recruitment of faculty, three criteria are used. These are: relevant postgraduate qualification; length of relevant teaching experience; and the minimum required number of relevant original research publication (LAFAYETTE College, 2021). All the criteria are important in ensuring the culture and environment for quality education, training, and research. To whatever extent, when it comes to the evaluation of the research publications, the relevant aspects are rarely or inappropriately followed. Important aspects that are considered when determining the relevance and quality of research articles are:

(1) relevance to specialty; (2) contribution, authorship and sequence of a faculty among the listed authors; and (3) quality of research presented in the article. Other determinants of which person to hire are: the curricular gaps that need to be filled in a department; areas or courses, if any, that might be deleted from or added to the programme; the characteristics that the department is looking for in a colleague; and programmatic contributions to the department a new person is expected to make (LAFAYETTE College, 2021).

Scholarship is the order of the day for faculty members in institutions of higher education as they are expected to undertake research, teaching, and service roles to carry out academic work of their respective institutions. Each of these roles enables faculty members to generate and disseminate knowledge to peers, students, and external audiences. The balance among teaching, research, and service, however, differs widely across institution types and by terms of the faculty member's appointment. Many university faculty members engage in research, thereby contributing to the knowledge base of the discipline or academic field. The extent to which faculty members have a research role as part of their work responsibilities depends largely on the mission of the employing institution, with larger universities more likely to have research and knowledge creation as a significant part of their missions (Altbach *et al.*, 2013). Although higher education institutions are most often the sites for sponsors of faculty member's research, the primary audience for most academic researchers is their national and international community of disciplinary colleagues. Faculty members with active research agendas and involvement in their disciplinary communities are regarded as more cosmopolitan in orientation, with strong allegiances and loyalties to their disciplines (LAFAYETTE College, 2021).

More emphasis is placed on the faculty research role because universities also house the majority of graduate programmes and provide resources to support the pursuit of research agendas. Additionally, research-oriented faculty members often participate actively in generating internal and external monetary support to underwrite their specific projects. Moreover, for any development to occur, research needs to be undertaken. An academia cannot be innovative without embarking on research.

Scholarship and Teaching

Teaching at higher education is guided by the different types of scholarship in order to produce competitive graduates to the world of work at national and global level. Prober (2014) defined scholarship as the dissemination of knowledge and commitment to the development of teaching practice. Nibert (2008) revealed that the definition of scholarship was expanded based on four functions which are the scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching (Boyers model). All these forms of scholarship are recognized at higher education. Even though the scholarship of teaching had received much attention yet it fails to engage the practices that all academics should embody. This shows that the faculty member should not only focus on the teaching role.

Also, the scholarship of discovery contributes to human knowledge through research and intellectual climate of higher institutions. New research discoveries are important in an academic environment. Students at higher education conduct research projects which contribute to the pull of knowledge since there is no absolute truth about information that was discovered earlier (Nibert, 2008). The scholarship of discovery enables teachers to stay in touch with academic developments in the field through teaching-research (Probert, 2014). Moreover, quality teaching relies on scholarship of integration in order to make connections in a larger context that is central to teaching. This involves interpretation for each understanding of individual knowledge. It also describes the kind of discovery that occurs where fields converge in new ways (Probert, 2014). The scholarship of integration helps academics to interpret the use of knowledge thus making connections across disciplines. Students may review literature on their own field and discover knowledge gap which then the scholarship of discovery has to be incorporated. Scholarship of application is about using the research findings and innovations to solve societal problems (Nibert, 2008).

Teaching is informed by scholarship in higher education setting (Probert, 2014). The scholarship of teaching is a central element in higher education (Nibert, 2008). The scholarship of teaching which is also known as the scholarship of teaching and learning (SoTL) is different from good teaching because it

involves teaching and learning, public sharing and review through presentations or publications. Good teaching only promotes student learning and student outcomes. SoTL focuses on teaching and learning which is primarily classroom and disciplinary based and involves application and use (McKinney, n.d). Yusoff et al. (2013) stated that SoTL in higher education focuses on how knowledge can be disseminated to learners in the community. Therefore, effective teaching is the essential element in higher education even though it is loaded with research publications for promotion that affects effective teaching.

The conception of the scholarship of teaching in higher education led to classroom research. Classroom research connects investigation of classroom learning with formal research (Theall & Farrel, 2016). Many institutions of higher learning have developed appropriate infrastructure which supports the SoTL. The SoTL involves inquiry and investigation which is concerned with character and depth of student learning. Thus, communication is the pillar in SoTL, therefore teachers should become active members of communities (Hernald & Leprince-Ringuat, 2008). This supports research, teaching and service for effective teaching and learning in higher education.

Student learning in higher education involves both formal and informal experiences. The teaching process in formal learning takes place in a classroom or related structures such as the laboratory in order to achieve some objectives for research and teaching purposes. Informal learning is all about the outcomes from student participation which fulfils the facet of service. Formal learning is related to academic and cognitive skills and subject matter competence, whereas informal learning has an impact on many other areas (Theall & Farrell, 2016). Teaching at higher learning is an evolving process with changing students and teachers' profiles in a complex environment for quality teaching. The teaching process at higher learning may not be effective as the teachers recruited for academics may not ensure that faculty members have pedagogical skills and personal adherence to the institutions' values and educational goals. Some faculty members hired come from the corporate world and teach part-time (Institutional Management in Higher Education, 2008)

At higher education, SoTL includes goal setting, SoTL levels and SoTL components. SoTL goal setting is about how teachers add value to their institutions educational mission. Educators set goals, responsibilities, and philosophy of teaching and learning in relation to the institutions educational mission (Yusoff, et al., 2013). For instance, the University of Eswatini has a strategic plan with a specific goal and mission which all educators should adhere to during the teaching process. The University of Eswatini mission statements is: *"To be responsive to national and international needs through excellence in teaching and learning, research and innovation, entrepreneurship and community engagement for suitable development"* (University of Eswatini, 2021). This statement supports research, teaching and service which influence teaching in higher education.

Furthermore, Yusoff, et al. (2013) affirmed that an SoTL level is all about the growth of educators. These levels are categorised into four: quantity, quality, scholarly teaching and scholarship of teaching and learning. Quantity is a prerequisite for every new educator at higher learning which is concerned about descriptive information, the types and frequencies of educational activities and roles. This is measured in terms of lecture hours per semester, students supervised among others. Quality level is about producing evidence that activities achieved excellent results by measuring student, peers, and head of department feedback. Scholarly teaching level draws from literature and best practices in the field to design, implement, assess and redesign an educational activity. This level is achieved by setting goals, adequate preparations, effective methods, significant results, effective presentation and reflective critique. Scholarship of teaching engages faculties in educational scholarship by drawing resources and best practices in the field and contributing resources to it. SoTL components or core areas includes teaching, curriculum, learner assessment, advising or mentoring or supervising, educational leadership or administration and educational professional development. Each component is judged according to SoTL goal setting and SoTL levels for quality assurance. The components are as follows:

- **Teaching-learning process:** Institutions of higher learning ensures that teaching promotes the learning process through direct teaching with relevant instructional material (Yusoff, Alias and Salleh, 2013). Institutions in Eswatini use the traditional way of disseminating knowledge where teachers and learners have a face-to-face contact and this is aided by the use of both visual and audio teaching materials.

- **Assessment:** Learners are assessed by measuring learner's knowledge, skills and attitudes. Assessment is done by writing tests, reporting on practical activities that were conducted and also taking end of year or semester examinations (Yusoff et al., 2013). Theall and Farrel (2016), revealed that for both evaluation and assessments, institutions of higher education are expected to document student performance such classroom tests. This assessment comes as a result of teaching and educational experience and determining what was learnt. Evaluation determines merit and the assessment objectives are at the level of the individual learner
- **Curriculum:** Curriculum in higher education is systematically designed, sequenced and evaluated educational activities for any training level. Institutions comprises of different departments, therefore, the curriculum designed suit each department according to the number of semesters (Yusoff et al., 2013).
- **Supervision:** Educators also advise, mentor or supervise students which helps in improving the educational relationship between the educator and the learner or colleague in order to achieve educational goals. Activities related to learning develop and improves learner's or colleague's personal qualities for future careers (Yusoff et al., 2013). Student support improves student knowledge and internship opportunities which influence the service facet. At higher education, learners are taught by different educators and are able to select their own research project supervisors which greatly influence the research and teaching facets.
- **Leadership:** Educational leadership and administration transforms educational programmes and advancement in the field (Yusoff et al., 2013). This influence the research, teaching and service facets as graduates who are national and global competitive are produced. To improve teaching and institutional departments to ensure that the programmes offered are relevant to the world of work. This improves student learning as new pedagogical tools and tutorship are introduced. Thus, educational programmes that are irrelevant due to the evolving world of work are terminated. To ensure that new programmes that are introduced are relevant, the evaluation process includes programme content, structure and teaching delivery (Institutional Management in Higher Education, 2008). In Eswatini students are also invited to programme evaluation by responding to a questionnaire and serving as research assistant.
- **Professional development:** The last component of SoTL is that educational professional development in higher education is associated with promotions, development and recognition of personal qualities to an educator. Academics are promoted based on their professional development through training, research, and publication.

To teach at higher education, the academic staff should be active in scholarship that informs their teaching, have an understanding of current scholarship and professional practice in the discipline that they teach. Therefore, teachers should possess a qualification which is at least one level above the student for whom they are responsible. For quality higher education teaching, teachers should engage in disciplinary scholarship and experience the culture of scholarship (Probert, 2014). National Careers Service (n.d) affirmed that teachers are required to be a subject matter expert. Teachers should be able to conduct research, teach academic and vocational subjects. To become a teacher can also be through a university course or through apprenticeship. To qualify for teaching at university, a good degree with a first class or second-class honour (upper division) which is relevant to the subject one is willing to teach. Also aspiring educators should have completed or be working towards a postgraduate masters or PhD and have academic work published. To teach at higher learning there are skills and knowledge recommended from teachers which are as follows: Knowledge of teaching and the ability to design courses; knowledge of English language; excellent verbal communication skills; analytical thinking skills; sensitivity and understanding ; the ability to use your initiative; patience and the ability to remain calm in stressful situation; knowledge of psychology and ability to carry out basic tasks on a computer or handheld device (National Careers Service, n.d)

Scholarship and Promotion

Promotion in institutions of higher learning refers to the advancement of faculty members from lower positions or levels to higher ones in terms of salary, job title, and more institutional responsibilities. Higher positions normally come with authority, status, increased responsibility, accountability and expanded expectations in contributing to the institution. It is through promotion that institutions of higher education convey to other faculty members the kinds of actions, behaviours, and values they would like to see in faculty members (Heathfield, 2019). Thus, promotion in institution of higher education is one way of recognizing and rewarding faculty members' effort, performance in their work (University of Canterbury, n.d.).

Promotion of faculty members is an ongoing process that begins from the initial recruitment into an institution. Faculty members may be appointed at the rank of lecturer, senior lecturer, associate professor and full professor according to their qualifications, experience. However, promotion of faculty members from a lower level to a higher one once they are in an institution is a result of objective evaluation of the candidate's performance following clearly defined criteria (Beirut Arab University, 2016). Promotion criteria may not be an exhaustive list of all aspects of scholarly activity, but it provides a framework on which promotion of faculty members is based. Faculty members applying for promotion should substantially meet the requirements for the position or level they are applying for (University of Adelaide Enterprise Agreement, 2017/2021).

Regardless of academic or professional field, faculty members are expected to continually and effectively engaged in scholarly activities of distinction (scholarship), such as publishing works in peer reviewed journals and the impact of these publications, participating in grant activities depending on the availability of funding sources, obtaining awards and honours, attending and presenting research work at national and international workshops, seminars and/or conferences, conducting scholarly projects relating to the development, implementation, and evaluation of teaching initiatives and other scholarship activities that advance a faculty member's visibility in the broader community and in own research agenda (University of Florida, 2007). A faculty member may be engaged in more than one form of scholarship. This may include basic research (scholarship of discovery), the integration of knowledge (scholarship of integration), the transformation of knowledge through the intellectual work involved in teaching and facilitating learning (scholarship of teaching), and/or the application of knowledge to solve a compelling problem in the community (scholarship of application) (University of Florida, 2007).

Scholarship consideration in promoting staff members in institutions of higher education provides only eligible faculty members an opportunity to apply for promotion and gain recognition for their outstanding scholarship achievements. As such promotion guidelines in institutions of higher education are seen to incorporate scholarship such that faculty members are expected to use principles and values of scholarship in research, teaching, and service (Hutchinson, 2011), which are the key functions of institutions of higher education (Archibong, Effiom, Omoike & Edet, 2010). The research function entails the advancement of knowledge, teaching entails transmitting and transforming knowledge, and service entails extending knowledge (Boyer, 1990). Faculty members play a very crucial role in the educational process in institutions of higher education as performing the key functions is highly depended on them (Archibong et al., 2010). This means that the work of faculty members revolve around research, teaching, and service.

The three functions of institutions of higher education can be visualized as a continuum of scholarship. Boyer's (1990) forms of scholarship (scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching) are in-built in the three functions (research, teaching, and service). Therefore, the three functions can be comparable in certain respects to the forms of scholarship. According to Hyman et al. (2001), the scholarship of discovery and scholarship of integration reflect the research function; scholarship of application reflects the service function, which is the engagement of faculty members in extending and applying knowledge to address societal problems; and scholarship of teaching reflects the teaching function, which involves the sharing of knowledge with others.

To attain promotion, faculty members should significantly contribute to the functions of an institution. Promotion requires distinction in at least two of three areas, namely scholarship, teaching, service and research (College of Education, 2018); teaching and learning, and engagement (University of South

Australia, 2020); teaching experience and effectiveness, administrative duties, and community service (University of Swaziland, 2018). Thus, academic promotion is one way of acknowledging faculty member's contribution to the achievement of institution's mission (research/scholarship, teaching, and service/engagement) in distinct ways (UNISA, 2020). Faculty members whose scholarship inform and support these three key functions are more likely to be rewarded by means of promotion (Rollin, 2001). And in the process, faculty members are provided an opportunity to progress in their career and contribute to institution's growth (UNISA, 2020). This is illustrated in Figure2 as follows:

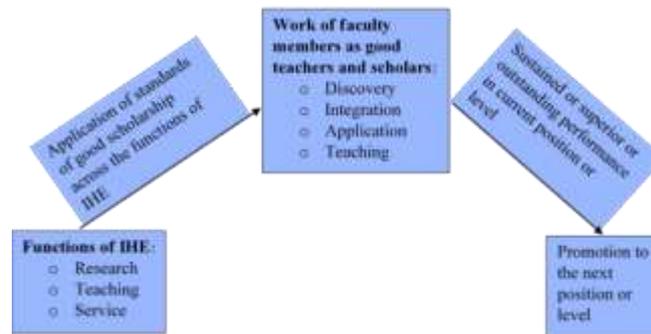


Figure 2: How Scholarship fits into the functions of IHE and subsequently leads to promotion of faculty members

Promotion for outstanding scholarship is assessed according to quality and impact (Stellenbosch University, 2011). As a faculty member progresses from a lower position or level to a higher one, an improvement in quality and impact of one's scholarly activities is expected (University of South Wales Australia, 2015). Thus, promotion requirements vary depending on the level to which the faculty member is seeking promotion to (University of Florida, 2007). Promotion requirements are laid down in a cumulative manner and follow a rising line of achievements to higher positions. So, a candidate promoted to a higher position should fulfil to a large extent the expectations and requirements of all the previous positions (Stellenbosch University, 2011).

In order for faculty members in the position of junior lecturer to be promoted to the position of senior lecturer, they should show sustained performance in the areas of teaching, research, and service and engagement or outstanding performance in each of these areas depending on the individual's proportion of allocated work in the academic area. Alternatively, faculty member may apply on the basis of sustained performance in one area of specialisation. In this case, applicant is also expected to demonstrate a sustained contribution to the mission of the university in the other work areas (University of South Wales Australia, 2015; Griffith University, 2019). Candidates for senior lecturer should be experienced and effective teachers, active scholars, and responsible faculty members. In addition to having a doctoral degree, a candidate for the position for senior lecturer should have at least 2 years of teaching, evidence of good scholarly work, and good service to the institution and related organizations. Thus, a candidate who excels in scholarship and teaching is promoted to the position of senior lecturer (University of Swaziland, 2018).

Faculty members in the position of senior lecturer should show superior performance to be promoted to the position of associate professor (University of South Wales Australia, 2015). A faculty member applying for promotion to the level of associate professor is expected to have established an emerging national reputation with demonstrated scholarly productivity based upon a clearly defined research agenda or line of research (University of Florida, 2007). In the University of Eswatini, only candidates of distinguished scholarship, leadership and academic experience are considered for promotion to the position of associate professor. Such candidates should have a doctoral degree, at least three years of continuous experience as senior lecturer, documented evidence of successful thesis/dissertation supervision, and positive comments from external professional assessors (University of Swaziland, 2018).

Faculty members in the position of associate professor should show outstanding performance to be promoted to the position of full professor (University of South Wales Australia, 2015). Faculty member applying for promotion to the level of full professor is expected to be a mature productive scholar with an

established national and/or international reputation based upon a clearly defined research agenda or in line of research (University of Florida, 2007). In addition to that, the candidate is required to demonstrate distinction in teaching, unless teaching is not an area of primary assignment. Candidates demonstrating excellence in teaching at this level should demonstrate excellence in classroom teaching and significant involvement with doctoral students. Candidate should also have attained a leadership role in areas such as curriculum development, programme development, accreditation reviews, publishing with students and/or mentoring junior faculty and graduate students (University of Florida, 2007). In addition to expectations for associate professor, candidates for the rank of professor should have other qualities such as wide-ranging intellectual and teaching ability, leadership and an ability to inspire junior faculty members, integrity and soundness of judgment, a capacity and willingness to shoulder administrative responsibilities in the institution and the community at large (University of Swaziland, 2018).

Even though scholarship is seen to be learning more to research, scholarship consideration for promotion of faculty members is still possible even in non-research institutions. Non-research institutions of higher education may provide promotion opportunities for their teaching staff by considering the teaching criteria for promotion as important as promotion based on research and publication. Thus, scholarship of teaching provide useful means for overcoming the divide between research and teaching in considering teaching criteria for promotion to reward teaching staff (Vardi & Quin, n.d.). In this case, the scholarship of teaching is alongside and equal to other forms of scholarship because of its ability to engage, stimulate and excite students to be part of the academic world. However, Vardi and Quin (n.d.) argued that scholarship of teaching and learning alone is not enough to take faculty members up to the highest positions such as associate professor and full professor as the other forms of scholarship are highly considered as part of the criteria for promotion to reach these higher positions.

From what has been discussed thus far, all facets of scholarship, whether they are considered as functions of institutions of higher education or as Boyer's 1990 forms of scholarship, they influence promotion to a larger extent; hence, scholarship can be considered a valid lens for evaluating faculty members for promotion.

The purpose of Institutions of Higher Education can be traced to Humboldt in 1810 when establishing Berlin's University, specifically to support society through knowledge creation (by scientific research) and knowledge dissemination (via student education). Central to Universities discharging this universally agreed responsibility, are faculty members (academic community) whose scholarship must be comprehensively evaluated. Comprehensive evaluation of scholarship requires that IHEs interpret minimum performance expectations for faculty during recruitment, teaching and promotion. Guidelines for recruitment, teaching and promotions form moral documents for universities. Moral documents reflect what IHE value, to this effect consensus exists that scholarship should permeate at recruitment, teaching and promotion of faculty.

CONCLUSION

IHE have undergone transformations with pronounced changes on the nature of academic work. Undeniably, scholarship as a verb implying keeping up-to-date with research literature; and as a fourfold set of activities (domains) which include discovery, integration, application, and teaching remain the core function of faculty members. Scholarship remains the most legitimate lens for examining procedures of recruitment, evaluating teaching and rewards of faculty through promotions in IHE.

RECOMMENDATIONS

Owing to the consensus on the definition of scholarship both as a verb and as a set of activities for faculty, IHE should ensure that documentation on both at pre-tenure and tenure are transparent and explicit on the roles and evaluation criteria of faculty members' scholarship. Effective application of scholarship in tenure and promotion safeguards equity among faculty members, enhance career progression and guarantees the duty of IHE to both students and the public at large.

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